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17. ABSTRACT (MAX. 250 WORDS)

According to a national survey of teaching faculty conducted by the U.S. Office of Education in 1963, there are striking differences between faculty employed by institutions of higher education attended predominantly by white students and those attended predominantly by Negro students. Negro institutions in 1962-63 comprised only 6 percent of the total number. Although the number of Negro institutions and faculty members is increasing, growth is not as great as it is for all institutions of higher education. Schools of higher education with predominantly Negro students generally are small and are located in the Southeast. Only 76 of the total 105 Negro institutions are accredited, and many of these only conditionally. The core of accredited colleges consists of two groups: about 27 colleges supported by States, and 32 church-supported or private institutions.

Faculty in Negro institutions have markedly lower ranks than their comparable numbers in white schools. Assistant, associate, and full professorships were held by 71 percent of Negro faculty members as compared with 80 percent in white institutions. Fifty-one percent of the faculty in white schools have earned a Ph.D., Ed.D., or equivalent, compared with 28 percent in Negro institutions. Higher proportions of white teachers are found in areas of physical science, engineering, mathematics, and biological sciences; Negro teachers are proportionately higher in areas of education, English, home economics, and physical education. The proportion of women employed by Negro institutions is twice as high as that in white schools. In terms of 1962-63 median salaries, Negro institutions paid $1,547 less than white institutions for nine to ten-month contracts.

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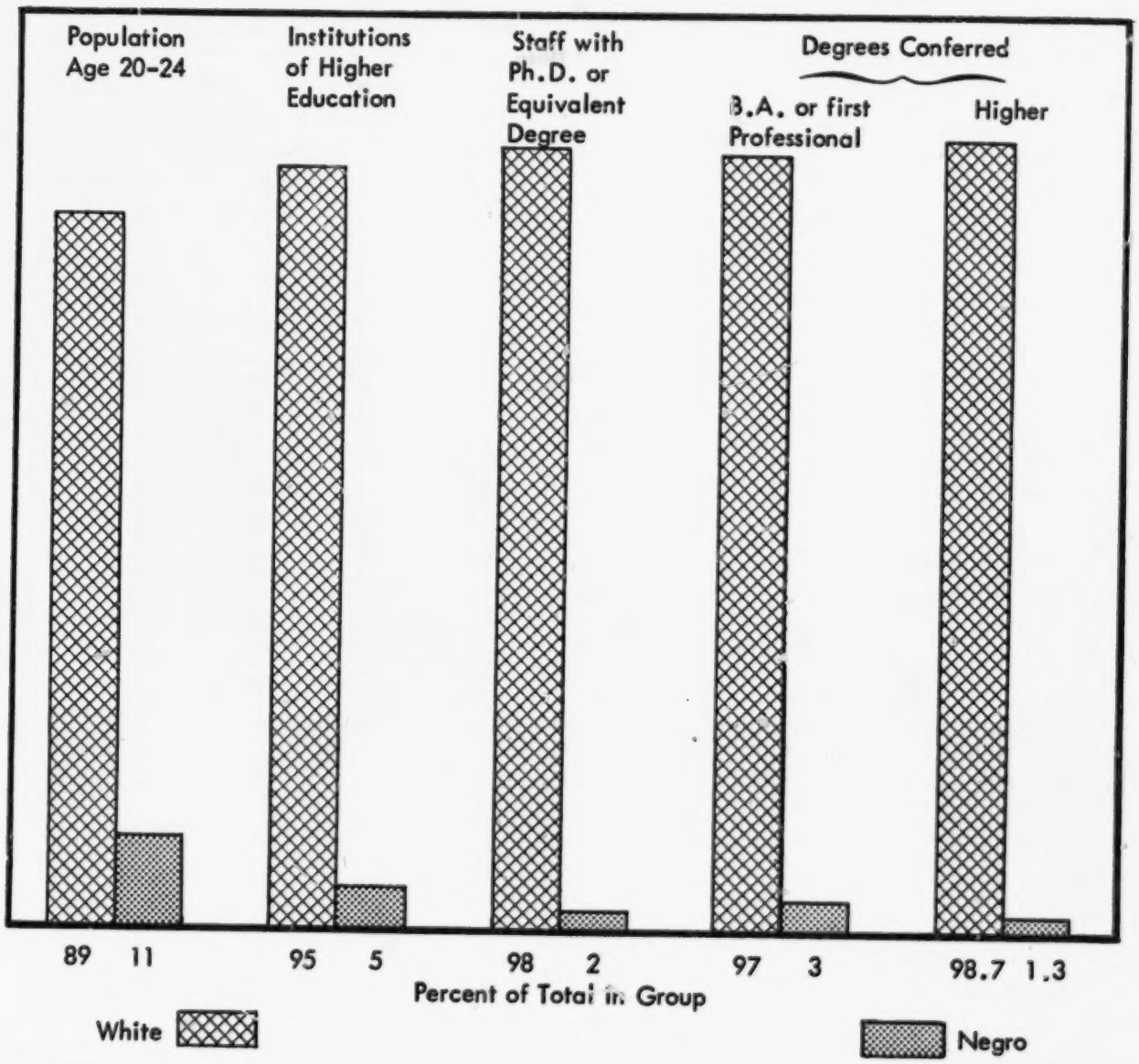
# Faculty

## in White and Negro Colleges

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# FACULTY IN WHITE AND NEGRO COLLEGES

Patricia S. Wright and Earl E. Huyck

There are striking differences between faculty employed by institutions of higher education attended predominantly by white students and those employed by institutions attended predominantly by Negro students, according to a national survey of teaching faculty conducted by the U.S. Office of Education in the spring of 1963. This is not the totality of Negro higher education, for one-third of Negro college students attend predominantly white colleges and universities, principally in the North and West.

## CHARACTERISTICS OF COLLEGES AND THEIR FACULTIES

Some of the differences between faculty in white and Negro institutions, detailed in Table 1, are summarized here:

| Faculty | Predominant race of students in universities and four-year colleges, 1962-63 | |
|---|---|---|
| | White | Negro |
| **Institutional characteristics** | | |
| Number of faculty | 134,000 | 4,200 |
| Geographical region | | |
| North Atlantic, Great Lakes and Plains, West, and Southwest | Majority | Minority |
| Southeast | Minority | Majority |
| Faculty employed by universities | | |
| Public | Most | Few |
| Private | Few | Most |
| Faculty employed by four-year colleges: | | |
| Public | Few | Most |
| Private | Most | Few |
| Size of faculty | Large | Small |
| More faculty having students at | Junior, senior and graduate levels | Freshman and sophomore levels |
| Higher proportions teaching | Physical science, engineering, mathematics, and biological sciences | Education, English, home economics, and physical education |
| **Personal characteristics** | | |
| Proportion of women | Low | High |
| Earned doctorates | Majority | Minority |
| Academic rank | Higher | Lower |
| Median contract salary and total earnings | Higher | Lower |

Mrs. Wright is an Educational Research Specialist in the National Center for Educational Statistics, Office of Education; and Dr. Huyck is a Program Analysis Officer on the staff of the Assistant Secretary (for Legislation), U.S. Department of Health, Education, and Welfare.

This article is based primarily on: (1) data from the "Status and Career Orientations of College Faculty, 1962-63" survey conducted by the Office of Education, and (2) Langer, Elinor, "Negro Colleges: Long Ignored, Southern Schools Now Courted by Major Universities and Foundations," *Science*, July 24, 1964.

Throughout this article "white" and "Negro" refer to the institutional classification, which is based upon the predominant race of attending students rather than to the race of the faculty members. In both classifications of institutions there are white and Negro faculty and students.

## Table 1

## Teaching Faculty in Four-Year Colleges and Universities According to Predominant Race of Students

| Characteristics | Percent distribution of teaching faculty in institutions with predominantly: | | Median total earnings in 1961-62 of faculty in institutions with predominantly: | | | Median contract salary for 9-10 months in 1962-63 of faculty with predominantly: | | |
|---|---|---|---|---|---|---|---|---|
| | White students | Negro students | White students | Negro students | Difference | White students | Negro students | Difference |
| Number | 134,005 | 4,198 | 114,040 | 3,731 | | 81,971 | 2,813 | |
| Total | 100 | 100 | $ 9,251 | $6,886 | $-2,365 | $ 7,863 | $6,316 | $-1,547 |
| Institutional characteristics | | | | | | | | |
| Geographical regions* | | | | | | | | |
| North Atlantic | 29 | 16 | 9,609 | 7,811 | -1,798 | 8,135 | 7,170 | -965 |
| Great Lakes & Plains | 30 | 1 | 9,338 | L | NA | 7,902 | L | NA |
| Southeast | 17 | 77 | 8,635 | 6,465 | -2,170 | 7,194 | 5,990 | -1,204 |
| West & Southwest | 22 | 6 | 9,234 | 7,680 | -1,554 | 7,993 | L | NA |
| Universities | 100 | 100 | 10,303 | 8,559 | -1,744 | 8,641 | 6,924 | -1,717 |
| Control | | | | | | | | |
| Public | 65 | 35 | 10,227 | L | NA | 8,602 | L | NA |
| Private | 35 | 65 | 10,483 | L | NA | 8,724 | L | NA |
| Size | | | | | | | | |
| 750 faculty or more | 42 | 0 | 11,337 | 0 | NA | 9,502 | 0 | NA |
| Under 750 faculty | 58 | 100 | 9,676 | 8,559 | -1,117 | 8,139 | 6,924 | -1,215 |
| Colleges & Technological institutions | 100 | 100 | 8,373 | 6,671 | -1,702 | 7,447 | 6,233 | -1,214 |
| Control | | | | | | | | |
| Public | 48 | 60 | 8,891 | 6,912 | -1,979 | 7,735 | 6,244 | -1,491 |
| Private | 52 | 40 | 7,795 | 6,237 | -1,558 | 7,167 | 6,222 | -945 |
| Size | | | | | | | | |
| 200 faculty or more | 25 | 11 | 9,684 | 6,222 | -3,462 | 8,258 | L | NA |
| Under 200 faculty | 75 | 89 | 7,904 | 6,712 | -1,192 | 7,237 | 6,262 | -975 |
| Primary assignment | | | | | | | | |
| Teaching | 90 | 93 | 9,110 | 6,850 | -2,260 | 7,840 | 6,325 | -1,515 |
| Other | 10 | 7 | 10,537 | L | NA | 8,638 | L | NA |
| Student level taught most | | | | | | | | |
| Freshmen & sophomores | 41 | 53 | 7,889 | 6,472 | -1,417 | 7,165 | 5,915 | -1,250 |
| Juniors & Seniors | 40 | 42 | 9,443 | 7,105 | -2,338 | 8,322 | 6,663 | -1,659 |
| Graduates | 19 | 5 | 12,333 | L | NA | 10,582 | L | NA |
| Other | 0 | 0 | 7,535 | L | NA | 7,295 | L | NA |
| Primary teaching area | | | | | | | | |
| Agriculture & related fields | 2 | 2 | 9,980 | L | NA | 7,089 | L | NA |
| Biological sciences | 8 | 5 | 10,128 | L | NA | 8,478 | L | NA |
| Business & Commerce | 5 | 5 | 9,549 | L | NA | 8,025 | L | NA |
| Education & related fields | 8 | 11 | 9,527 | 7,070 | -2,457 | 8,152 | 6,148 | -2,004 |
| Engineering | 7 | 2 | 11,009 | L | NA | 8,894 | L | NA |
| English & Journalism | 8 | 12 | 7,846 | 6,196 | -1,650 | 7,237 | 6,470 | -767 |
| Fine Arts | 10 | 11 | 8,059 | 6,204 | -1,855 | 7,334 | 5,873 | -1,461 |
| Foreign Languages & Literature | 5 | 6 | 8,055 | L | NA | 7,542 | L | NA |
| Health Fields | 5 | 5 | 10,975 | L | NA | 7,047 | L | NA |
| Home Economics | 1 | 4 | 7,258 | L | NA | 7,170 | L | NA |
| Law | 1 | 1 | 13,710 | L | NA | 12,265 | L | NA |
| Mathematics | 6 | 4 | 9,213 | L | NA | 7,832 | L | NA |
| Philosophy | 2 | 2 | 8,825 | L | NA | 7,795 | L | NA |
| Physical & Health Education | 4 | 8 | 7,894 | 6,998 | -896 | 7,131 | L | NA |
| Physical Sciences | 9 | 7 | 10,415 | 7,494 | -2,921 | 8,753 | L | NA |
| Psychology | 3 | 2 | 10,134 | L | NA | 8,512 | L | NA |
| Religion & Theology | 2 | 2 | 7,828 | 0 | NA | 7,497 | L | NA |
| Social Sciences | 12 | 11 | 9,071 | 7,712 | -1,359 | 7,985 | 6,645 | -1,340 |
| All Other Fields | 2 | 2 | 9,427 | L | NA | 8,322 | L | NA |
| Personal characteristics | | | | | | | | |
| Sex | | | | | | | | |
| Men | 83 | 65 | 9,664 | 7,414 | -2,250 | 8,179 | 6,788 | -1,391 |
| Women | 17 | 35 | 7,268 | 5,694 | -1,574 | 6,918 | 5,603 | -1,315 |
| Age | | | | | | | | |
| Under 30 | 8 | 7 | 6,430 | L | NA | 6,093 | 4,934 | -1,159 |
| 30-39 | 33 | 29 | 8,202 | 6,127 | -2,075 | 7,281 | 5,751 | -1,530 |
| 40-49 | 30 | 30 | 9,943 | 6,999 | -2,994 | 8,672 | 6,729 | -1,943 |
| 50-59 | 19 | 25 | 10,352 | 7,265 | -3,087 | 9,170 | 6,770 | -2,400 |
| 60-64 | 6 | 5 | 10,355 | L | NA | 9,259 | 8,210 | -1,049 |
| 65 and over | 4 | 5 | 10,395 | L | NA | 9,383 | 7,176 | -2,207 |
| Highest educational level | | | | | | | | |
| Doctorates | 51 | 28 | 10,428 | 9,077 | -1,351 | 9,122 | 8,070 | -1,052 |
| Nondoctorates | 49 | 72 | 7,781 | 6,126 | -1,655 | 6,967 | 5,655 | -1,312 |
| Rank | | | | | | | | |
| Professor | 27 | 25 | 12,687 | 9,382 | -3,305 | 11,065 | 8,311 | -2,754 |
| Associate Professor | 24 | 19 | 9,906 | 7,349 | -2,557 | 8,773 | 7,000 | -1,773 |
| Assistant Professor | 20 | 27 | 8,254 | 6,453 | -3,301 | 7,196 | 6,206 | -990 |
| Instructor | 16 | 26 | 6,593 | 4,134 | -2,459 | 5,818 | 5,092 | -726 |
| Other | 4 | 2 | 7,303 | L | NA | 6,975 | 0 | NA |
| Mobility | | | | | | | | |
| Not in higher education 1961-62 | 10 | 9 | NA | NA | NA | 6,794 | L | NA |
| Not at same institution 1961-62 | 12 | 5 | 10,326 | L | NA | 8,659 | L | NA |
| At same institution 1961-62 | 78 | 87 | 9,114 | 6,931 | -2,183 | 8,010 | 6,350 | -1,660 |

*Excludes faculty in U.S. service schools and outlying areas.

The Office of Education (*Education Directory, 1962-63, Part 3, Higher Education)* includes 109 institutions of higher education that are "predominantly Negro," i.e., 50 percent or more of the students attending are Negroes. These universities and four-year colleges are: (a) accredited institutions, or (b) institutions whose credits have been, and are, accepted by accredited institutions.

In the four-year period 1957-58 to 1961-62 the number of Negro institutions increased from 98 to 105, and the professional staff increased 15 percent from about 8,100 to 9,300. The major growth in number of professional staff occurred in one private university (from less than 600 to more than 1,100 persons). Theological and religious schools doubled in number (two to four) and tripled in staff. Public junior colleges increased in number from four to twelve, and the professional staffs of both public and private junior colleges showed a growth of over 80 percent. Liberal arts and teachers colleges remained relatively stable in numbers and showed modest growth in numbers of professional staff.

## Quantitative Changes in Negro Institutions and Staffs, 1958-1962

Negro institutions in 1962-63 comprised only 6 percent of the total--a slightly higher proportion than in 1961-62 and 1957-58 (approximately 5 percent, Table 2). Although the number of Negro institutions and the number of faculty in these institutions are increasing, growth is not as great as it is for all institutions of higher education.

Institutions with predominantly Negro students generally are small in size and are located in the Southeast. Therefore, statistics collected from these institutions reflect these characteristics.

## Level of Students

Among the predominantly Negro institutions granting first professional degrees are Howard University in Washington, D.C. (law, medicine, dentistry,

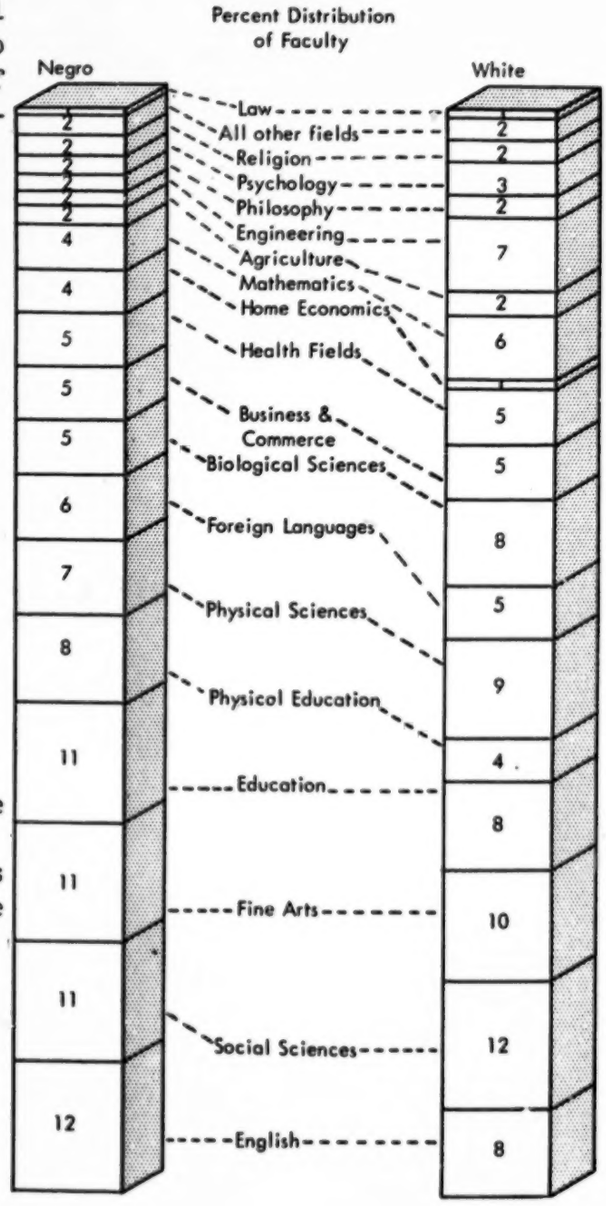
Table 2
Institutions and Professional Staff in Institutions with Predominantly Negro Students: Fall Term, 1957-58 and 1961-62

| Institutional type and control | Number of institutions | | Professional staff | | |
|---|---|---|---|---|---|
| | | | Number | | Percent Change |
| | 1961-62 | 1957-58 | 1961-62 | 1957-58 | 1957-58 to 1961-62 |
| Total | 105 | 98 | 9,310 | 8,081 | 15.21 |
| Universities | | | | | |
| Public | 1 | 1 | 273 | 264 | 3.41 |
| Private | 1 | 1 | 1,114 | 599 | 85.98 |
| Liberal Arts Colleges | | | | | |
| Public | 21 | 20 | 3,447 | 3,121 | 10.44 |
| Private | 45 | 47 | 2,783 | 2,621 | 6.18 |
| Teachers Colleges (all public) | 12 | 12 | 964 | 838 | 15.04 |
| Theological and Religious (all private) | 4 | 2 | 94 | 32 | 193.75 |
| Other Professional Schools (all private) | 1 | 2 | 186 | 262 | -70.99 |
| Junior Colleges | | | | | |
| Public | 12 | 4 | 289 | 157 | 84.08 |
| Private | 8 | 9 | 160 | 187 | 85.56 |
| Total of all Higher Education | 2,044 | 1,940 | 427,833 | 348,509 | 22.76 |
| Negro education as a percent of all higher education | 5.14 | 5.05 | 2.17 | 2.32 | |

and theology); Meharry Medical College in Nashville, Tennessee (medicine and dentistry); and North Carolina College at Durham (law). Few Negro institutions have graduate programs in other fields. For example, Howard University confers Ph.D.s in English, history, and government; chemistry and physics; and pharmacology, physiology, and zoology; N.C.C. also confers Ph.D.s, and Atlanta University can confer doctorates in biology and in guidance and counseling. It is not surprising, therefore, that a higher proportion of faculty in Negro institutions (53 percent) than in white institutions (41 percent) is involved primarily in teaching freshmen and sophomores (Table 1).

About two-fifths of the faculty in both white and Negro institutions primarily teach upperclassmen. But the contrast is sharply drawn at the graduate level--19 percent of the faculty in white institutions but only five percent of the faculty in Negro institutions are primarily concerned with teaching graduate students. The extent of terminal programs in four-year colleges and the economic status of students are contributing factors to the differences between lower-level and upper-level of enrollments and of faculty assigned to teaching at these levels. In the fall of 1962 there were about 4,600 students pursuing advanced degrees in predominantly Negro institutions. The bulk of these students were working toward a master's degree in education. Of these 4,600 only 14 were reported as enrolled either full-or part-time in the terminal year of doctoral programs.

Chart 1
Primary Teaching Area of Faculty in Predominantly White and Predominantly Negro Colleges and Universities, Spring 1963




## Primary Teaching Area of Faculty

Thirty percent of faculty in white institutions--as contrasted with 18 percent in Negro institutions--are teaching engineering, mathematics, and the biological and physical sciences (Chart 1). Conversely, 36 percent of faculty in Negro colleges, and only 21 percent of faculty in white colleges, are teaching education courses, English, physical education, and home economics. There are few, if any, differences in proportions of faculty teaching agriculture, business and commerce, and the health fields; fine arts and foregin languages, social sciences, philosophy, psychology, religion, and the law.

The fiscal policies of States and philanthropic organizations have encouraged the training of Negro elementary school teachers and teachers of home

economics, physical education, and industrial arts. The extensive programs of predominantly white land grant colleges can be contrasted with the very limited programs in Negro land grant colleges.

## Proportion of Women among Students and Faculty

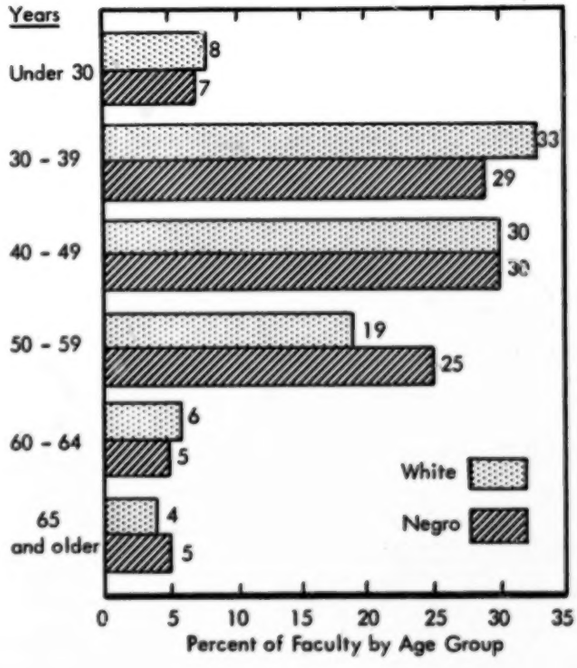
Negro women in the South have played a significant role in Negro education. Two-thirds of Negro college students are women--just the reverse of the white college population. In universities and four-year colleges (1962-63) with white students, 17 percent of the total teaching faculty were women; twice this proportion of women (35 percent) were employed in institutions with Negro students.

## Age Structure of Faculty

Although the median age of faculty in Negro institutions (44 years) is almost the same as that in white institutions (43 years), more faculty members in Negro institutions are in their fifties (25 percent vs. 19 percent), and fewer are in their thirties (29 percent vs. 33 percent).

These age differences may be partly the result of the demand-supply equation related to highly skilled manpower. The newly-minted Ph.D. who took his undergraduate work in a Negro college and his graduate work in a large research-oriented northern university is in demand for teaching and governmental positions outside the South--and can command a higher salary than if he returned to his home school. *Science* (July 1964)states: "The fact that many of the talented faculty members and administrators of the top Negro schools are clearly exhausted from the demands now being made on their experience, knowledge, and advice underscores the gross inadequacies of the system from which they came, as much as it highlights the relative successes achieved by a few."

Chart 2
Age of Faculty in Predominantly White and Predominantly Negro Colleges and Universities, Spring 1963




## Level of Degrees Awarded

In 1960 Negroes comprised 11 percent of the total number of persons in the United States in the college-and-graduate school age group 20-24. But Negroes have disproportionately small numbers of degree holders--and the disproportion widens with advancing level of education. Negro institutions in 1963 awarded about 12,300 four-year bachelor's and first professional degrees, 600 five-or-more year first professional degrees, 1,300 second-level (master's except first professional) degrees, and only seven doctor's degrees (Ph.D., Ed.D, etc.)

In relation to the total number of degrees awarded in the United States in 1963, the percentage of degrees awarded by Negro institutions declined steadily from 3.0 percent at the B.A. level to 1.5 percent at the next two levels, to only 0.1 percent at the doctoral level.

The Office of Education data on degrees conferred in 1962-63 show relative concentrations in education and library science, home economics, trade and industrial training, and, at the extended first-professional degree level, in social sciences and the health professions.

## Education of Teaching Faculty

The inadequacies of past training are reflected in the faculties of today. Fifty-one percent of the faculty in institutions with white students have earned a Ph.D., Ed.D., or equivalent, compared with 28 percent in institutions with Negro students. Furthermore, the professor in the Negro college frequently must devote more time bringing his students to college-level work than he can devote to pushing them to the frontiers of knowledge.

In these circumstances the quality of faculty instruction cannot help but be impaired. A professor is a prism through which the light of the past is refracted to the present; rare is the person who can give in his teaching a quality of instruction that he himself has not been given.

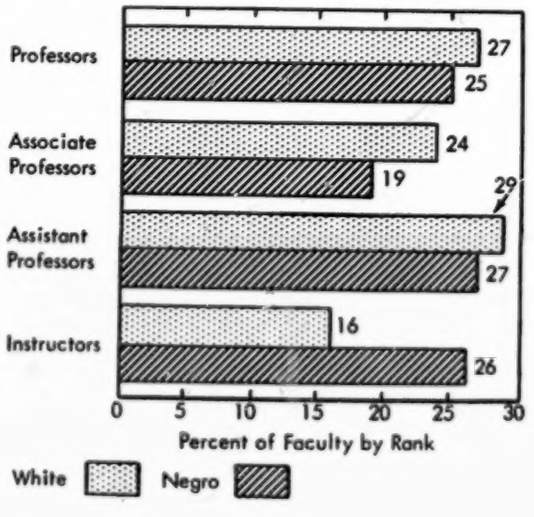
The total number of Negroes with doctorates is thought to be between 1,200 and 1,500. The principal field in which these degrees were conferred has been education.

## Rank of Faculty

Faculty in Negro institutions have markedly lower ranks than their comparable numbers in white institutions (Chart 3). Assistant, associate, and full professor were the ranks held by 80 percent of faculty members in white institutions but by only 71 percent of the faculty in Negro schools.

Negro institutions rely more heavily on teaching faculty at the instructor level (26 percent) than do the white institutions (16 percent).

Chart 3
Rank of Faculty in Predominantly White and Predominantly Negro Colleges and Universities, Spring 1963




## Contract Salaries and Total Earnings of Faculty

Faculty in Negro institutions receive substantially less than faculty in white institutions. In terms of 1962-63 median salaries, Negro institutions paid $1,547 less than white institutions for nine-ten month contracts (Table 1).

Chart 4
Earnings of Faculty in Predominantly White and Predominantly Negro Colleges and Universities, Spring 1963

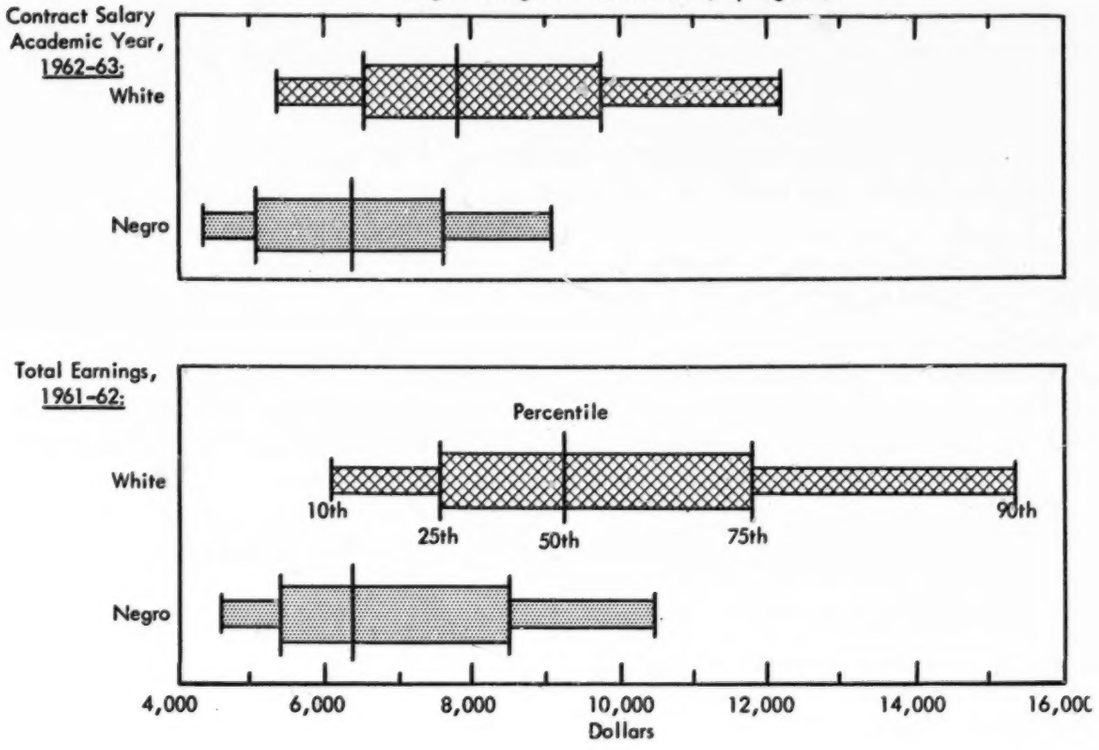
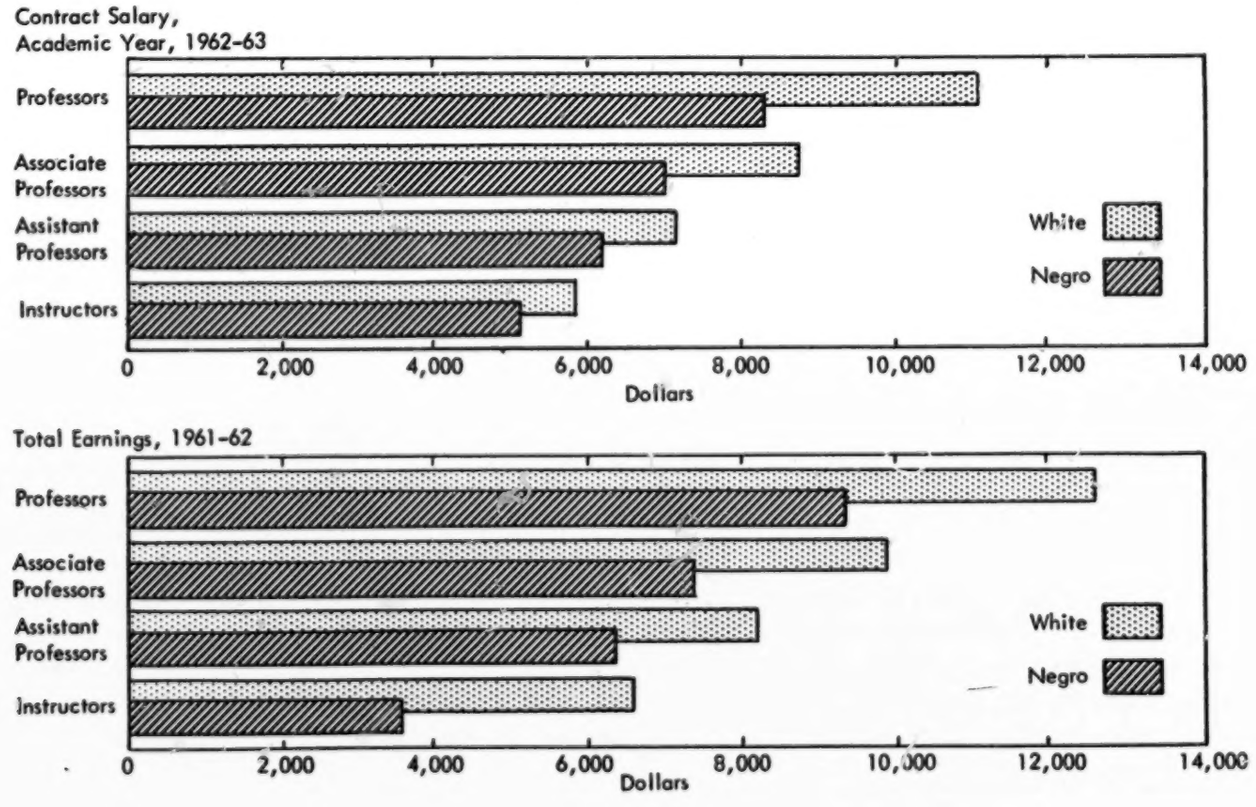



Chart 5
Median Earnings of Faculty in Predominantly White and Predominantly Negro Colleges and Universities



For total earnings of faculty members from all sources (1961-62) the difference is even greater--$2,365 in the National total and $2,170 in the Southeast. The 75th percentile for total earnings of faculty in Negro institutions in 1961-62 was $9,200, which is well below the 50th percentile, or median, of the earnings for faculty in white institutions (Chart 4).

For each characteristic of faculty members, the median total earnings of those in Negro institutions was below that in white institutions (Table 1). For example, an income differential exists for each academic rank from instructor through full professor (Chart 5). Even more striking is the fact that, in general, the teaching staff in white colleges and universities receive more income than the next higher rank of teaching staff in Negro institutions. That is, an instructor teaching white students receives more money for his efforts than does an assistant professor teaching Negro students; an assistant professor, more than an associate professor; and an associate professor, more than a full professor. The only exception is that instructors in white institutions during the academic year 1962-63 did not command quite as high contract salaries as did assistant professors in Negro institutions.

*Science* (July 1964) notes that, "A figure for presidential salaries is hard to establish because many (Negro) college presidents simply take whatever is left over when all the bills are paid." It states further that presidential salaries are about $1,000 higher than salaries of full professors.

Mobility of Faculty between Institutions of Higher Education

In both Negro and white institutions, about 10 percent of the faculty had not been in higher education the previous year (Table 1); whereas the inter-institutional movement of faculty in white colleges was over twice that in Negro colleges (12 percent vs. 5 percent).

The U.S. Office of Education survey found that there is generally little movement of faculty between small colleges--only five percent changed institutions between 1961-62 and 1962-63. Movement was somewhat higher (9 percent) for all institutions in the Southeast. So even within the geographical region in which the small, Negro colleges are concentrated, there is less movement between Negro institutions than between white institutions. The limited number of Negro colleges and their slow expansion have reduced mobility.

Accreditation

With the exception of a handful of institutions in Ohio and Pennsylvania, all the Negro colleges are in the South. Only 76 are accredited--and many of these only conditionally. The core of the accredited colleges, according to the American Council on Education, consists of two groups--about 27 colleges supported by the States, and the 32 institutions founded by church groups or private philanthropies and represented by the United Negro College Fund. The accreditation status of Negro colleges is reflected in faculty characteristics set forth here.

"The only adequate generalization one can make about the...Negro colleges," *Science* states, "is that they are uniformly worse off than their white counterparts. Several of the larger institutions--Howard University in Washington, D.C.; Hampton University in Hampton, Virginia; Fisk University in Nashville, Tennessee; and a few others--have not fared badly in attracting the most talented of the Negro high school graduates or in building up, with the aid of the comparatively affluent alumni and donors, comparatively well prepared faculties. These universities are recognizably members of the same species as other U.S. universities."

The Negro State-supported colleges were established between about 1865 and 1890 to parallel the developing land-grant and other State institutions for white students. *Science* points out that "Negro institutions have usually received...an average of five to ten percent of a State's appropriation for higher education....Nor have the private and church-related institutions, largely established by missionary and philanthropic groups in the period immediately following emancipation, fared much better....Yearly budgets for these institutions have been as low as $200,000 to $400,000."

## PROGRAMS AND ACTIVITIES TO STRENGTHEN FACULTIES OF NEGRO COLLEGES

The foregoing specifics, based primarily on a U.S. Office of Education survey undertaken in the spring of 1963, lay out some of the demographic, educational, economic, and other differences in characteristics between faculty teaching in colleges and universities that have a predominantly white student body and those which have a predominantly Negro student body. The gap is wide--is it bridgeable?

The strengthening of the faculty of colleges with predominantly Negro students requires:

1. the provision of improved teaching conditions which will attract young teachers who have completed their academic preparation;
2. the early discovery of able young men and women who might join college teaching ranks and the granting of scholarship and fellowship aid for the completion of education;
3. the provision of fellowship grants for college teachers in-service;
4. the recruitment of staff without regard to race, sex, religion or national origin;
5. staffing by loan arrangements with accredited schools in other sections of the country;
6. shared staffing among small schools and cooperative programing; and
7. grants to strengthen college instruction, such as the recent Ford Foundation allocation.

The improvement in the quality of staffing requires cooperative activity between public agencies at local, State, and national levels, and private foundations and industry. The situation offers challenges for experimentation in new approaches to staffing and instruction.

James M. Nabrit, Jr.
President
Howard University

President Nabrit of Howard University has pointed up some of the dimensions of the problem of strengthening faculties of Negro institutions. And a new bridge is now beginning to be fabricated to replace the flimsy wooden structure between the two worlds of white and Negro faculties. Voluntary and governmental agencies in spirit and in more tangible forms are now initiating efforts to strengthen faculties. President Heald of the Ford Foundation and Commissioner Keppel of the U.S. Office of Education have addressed themselves to this undertaking, and other organizations are now stepping up their efforts.

## Voluntary Efforts to Strengthen Negro Colleges

The first coherent statement of the problems of the Negro colleges were produced in August 1963 by a private group growing out of the government's advisory Panel on Educational Research and Development, which was headed by Jerrold Zacharias of M.I.T. Then a draft report "Program for Negro Colleges" was prepared by Samuel Nabrit, President of Texas Southern College, and Stephen White, an officer of Educational Services, Inc.

The core of the Nabrit-White-Zacharias plan is to give first priority to upgrading the faculties and the level of teaching at Negro colleges by drawing intensively upon the skills and resources of established universities throughout the Nation. The report suggested the development of: (1) new teaching materials for use in the first two years of college; (2) summer teaching institutes; and (3) two-way exchange of faculty between flourishing and underprivileged colleges.

During the summer of 1964 there were in operation five institutes for the training of teachers from 70 Negro colleges: physics (Princeton), mathematics (University of Wisconsin), biology (University of North Carolina), English (Indiana University), and history (Carnegie Institute of Technology). A committee of the American Council on Education planned the institutes and the Carnegie Corporation and the Rockefeller Foundation supported them with grants.

*Science* quoted an instructor at one of the institutes as saying: "Most of the 'students' here have been struggling alone for years to communicate things half-forgotten or ill-understood to unprepared students. This is the first time anyone has paid any attention to their problems in years, and they are fascinated and grateful."

Planners of the institutes hope to continue and expand them in the future and perhaps to have "refresher programs" for winter vacations.

The Southern Association of Colleges and Schools expects to set up project "centers" in at least five southern cities to bring together the white and Negro universities of the area and selected public schools to improve teaching, provide learning materials, assist students financially as well as psychologically to stay in school, and provide guidance counseling for parents as well as students. The Ford and Danforth foundations have already given $1.5 million for the project.

> In the field of higher education for Negroes, the Foundation and [its Fund for the Advancement of Education] have made grants totaling $33 million. Somewhat over half has gone directly for the improvement of private colleges attended primarily by Negroes. For while Negroes are and should be gaining admission to institutions of all types in increasing numbers, most Negro students in the immediate future will continue to be served by predominantly Negro colleges. Other efforts by the Foundation and the Fund include strengthening of teacher education and the administration of Negro colleges. . . .
>
> Henry T. Heald, President,
> The Ford Foundation
> *School and Society* Dec. 12, 1964

A number of northern institutions are attempting to work out details of broad exchanges with southern colleges and universities; contracts until now have been mimimal for the most part.

## Federal Assistance Programs in Higher Education

President Kennedy in the spring of 1963 and President Johnson in 1964 called meetings of educators to discuss the problems of equal educational opportunity, particularly as affecting predominantly Negro institutions.

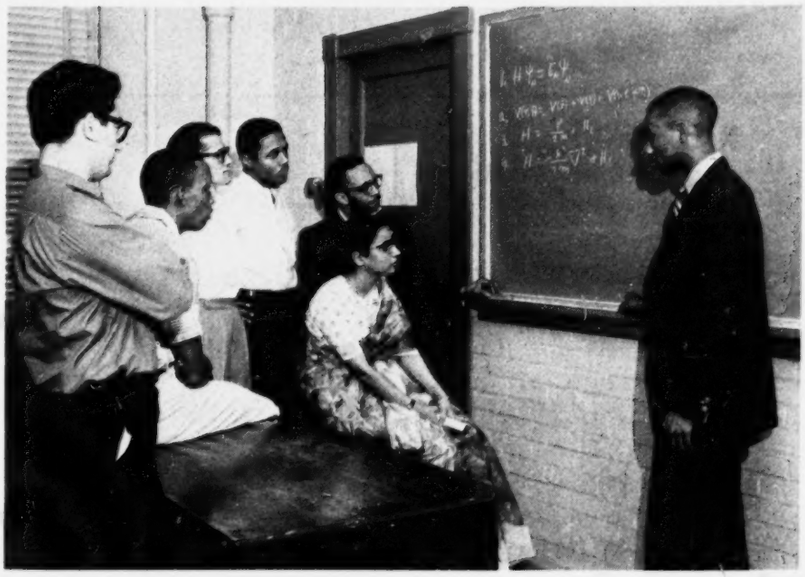
Beginning with the College Housing program authorized in 1950, the Federal Government has developed and expanded a wide range of assistance programs to institutions of higher education providing: (1) construction loans and grants for academic facilities (including libraries) and scientific equipment grants; (2) college housing loans; (3) student loans, graduate fellowships, and work-study programs; (4) cooperative research grants; and (5) teacher institutes.

These programs are available to Negro as well as white institutions and individuals--frequently through agencies of the Federal Government (Table 3) but sometimes, as in the case of academic facilities, through the State education agencies. The Office of Education, and the Public Health Service within the U.S. Department of Health, Education, and Welfare; the Housing and Home Finance Agency; the National Science Foundation; and the Department of Labor are the Federal agencies involved.

These agencies are desirous of getting well-thought-out and substantiated proposals from all interested institutions and individuals. The key to participation is an application. Agencies--particularly the Office of Education in its Cooperative Research Program--generally entertain preliminary proposals asking for suggestions as to how to prepare the formal application for a grant or loan. The agencies, operating within the mandate granted by Congress, have much less leeway in acting on a finalized, formal proposal.

## Classroom and Library Facilities in Predominantly Negro Universities

President Henry T. Heald of the Ford Foundation stated in the December 12, 1964 issue of *School and Science* that predominantly Negro institutions "with a a handful of exceptions,... are weak reflections of their counterparts in the white world. By all measures--the education of their faculty, their endowment, library facilities, preparation of students, and research--most of them lag behind..."



U.S. and foreign students review a problem in mathematics at Howard University, Washington, D. C.

The American Council on Education stresses that the combined library facilities of all the Negro colleges are smaller than the facilities of any of a dozen State university libraries.

Students in the School of Library Service at Atlanta University are learning how to guide other students and the general public to the distilled experience of the past and present.

In recent years the Office of Education has devoted increasing attention to the problem of assisting small, undeveloped colleges and universities to make fuller use of their human resources. As pointed out in the accompanying article, a great deal needs to be done especially to bridge the gulf between white and predominantly Negro institutions and their faculties. However a decent beginning has been made. Office of Education specialists have helped to plan campus institutes to bring academic courses up to date and to deepen the professional knowledge of faculty members. Institutes in English, biology, history, physics, and other disciplines have been organized locally by the American Council on Education, with Office of Education participation.

The Office promotes participation by faculty members of predominantly Negro colleges in Federally sponsored research projects at leading universities. It gives expert counsel on the exchange of faculty and students among Northern and Southern colleges, and encourages small institutions to combine their faculties where feasible to strengthen scholarship and instruction: these and other forms of assistance would be greatly augmented and supported financially by Title III of the proposed Higher Education Act of 1965.

Under the Civil Rights Act of 1964, the Office of Education has established an Equal Educational Opportunities Program. One phase of this program includes financial and technical support for college and university institutes at which teachers will be specially trained in solving educational programs occasioned by desegregation. Similarly, under the newly-enacted Title XI of the National Defense Education Act, the Office has launched a program to assist colleges and universities in organizing special institutes for those who teach in schools largely populated by deprived youth and for training persons entering the teaching field.

It is my hope that by methods such as these, and by the more intensive use of aids already available to colleges and universities generally, we may help the smaller, less advantaged colleges use their facilities more effectively in meeting the Nation's rising requirements in higher education.

Francis Keppel

Francis Keppel
Commissioner of Education
U.S. Department of Health, Education, and Welfare

The Cooperative Research Program holds promise for the individual researcher, whether he is in a white college or a Negro college. It supports the development of new knowledge about major problems in education and new applications of existing knowledge in solving such problems. A wide variety of financial support is provided through colleges, universities, and State educational agencies to individuals for research projects in such areas as basic research in the learning process, curriculum improvement, improvement of education in the arts and humanities, demonstration activities, and studies of school administration of the environment of education.

In tangible and intangible ways, academic institutions, foundations, and governments are beginning to bridge the gap between predominantly white and predominantly Negro institutions. These inadequate and long-delayed efforts should gradually rectify the imbalances of the past.

Table 3

## SELECTED PROGRAMS OF FEDERAL ASSISTANCE FOR HIGHER EDUCATION

| Program | Major provisions | Percent federal contribution | Application forms |
|---|---|---|---|
| **U.S. Dep't of Health, Education, and Welfare; Office of Education Washington, D.C. 20202** | | | |
| Higher Education Academic Facilities (P.L. 88-204) | Grants and loans to cover part of costs of construction of academic facilities to increase undergraduate enrollment capacity | 33 1/3 | Bureau of Higher Education |
| National Defense Student Loans (P.L. 88-665, Title II) | Loans to needy, able college students selected by the college | 90 | Student Financial Aid Branch, Division of College and University Assistance, Bureau of Educational Assistance Programs |
| Work-Study (Economic Opportunity Act, P.L. 88-452) | Funds for college students from low-income families for part-time employment on campus | 90 | Work-Study Program Branch, Division of Student Financial Aid |
| | Funds for certain off-campus employment | 50 | Student Loan Program Branch, Div. of Student Financial Aid |
| NDEA Graduate Fellowships (P.L. 88-665, Title IV) | Funds for fellowships to doctoral students including junior faculty members in new or expanding programs of graduate education | 100 | Graduate Fellowship Branch, Division of College and University Assistance |
| NDEA Teacher Institutes (P.L. 88-665, Title XI) | Primarily secondary teachers in non-scientific fields, such as English, reading, history, school library, personnel, and disadvantaged youth | up to 100 | Division of College and University Assistance |
| Cooperative Research (P.L. 88-531) | Funds (through contract) for research in education and for curriculum development | up to 100 | Cooperative Research Program |
| **Housing and Home Finance Agency Washington, D.C. 20410** | | | |
| College Housing Loans | Loans for construction of dormitories, dining halls, and other income-producing college buildings | up to 100 | Community Facilities Administration |
| **National Science Foundation Washington, D.C. 20550** | | | |
| Graduate Fellowships | Predoctoral and postdoctoral graduate fellowships in the biological and physical sciences | 100 | Fellowship Branch |
| Undergraduate Instructional Scientific Equipment Grants | Funds up to $25,000 for a single college for laboratory equipment and minor remodeling | 50 | Special Projects in Science Education Section, Division of Scientific Personnel and Education |
| Teacher Institutes | Funds for mathematics and science faculty conducting summer and academic year institutes, and stipends to experienced elementary and secondary teachers | up to 100 | Institutes Branch, Science Education Section |
| Summer Traineeships | Limited number of traineeships for college students available within the Federal Government | 100 | Personnel office of specific department or agency of the Federal Government in which the student is interested. |

NOTE: In every instance application must be made by the institution of higher education. Where a given program involves loans, fellowships, or other assistance to individual students, the student must apply to the institution in which he is enrolled.

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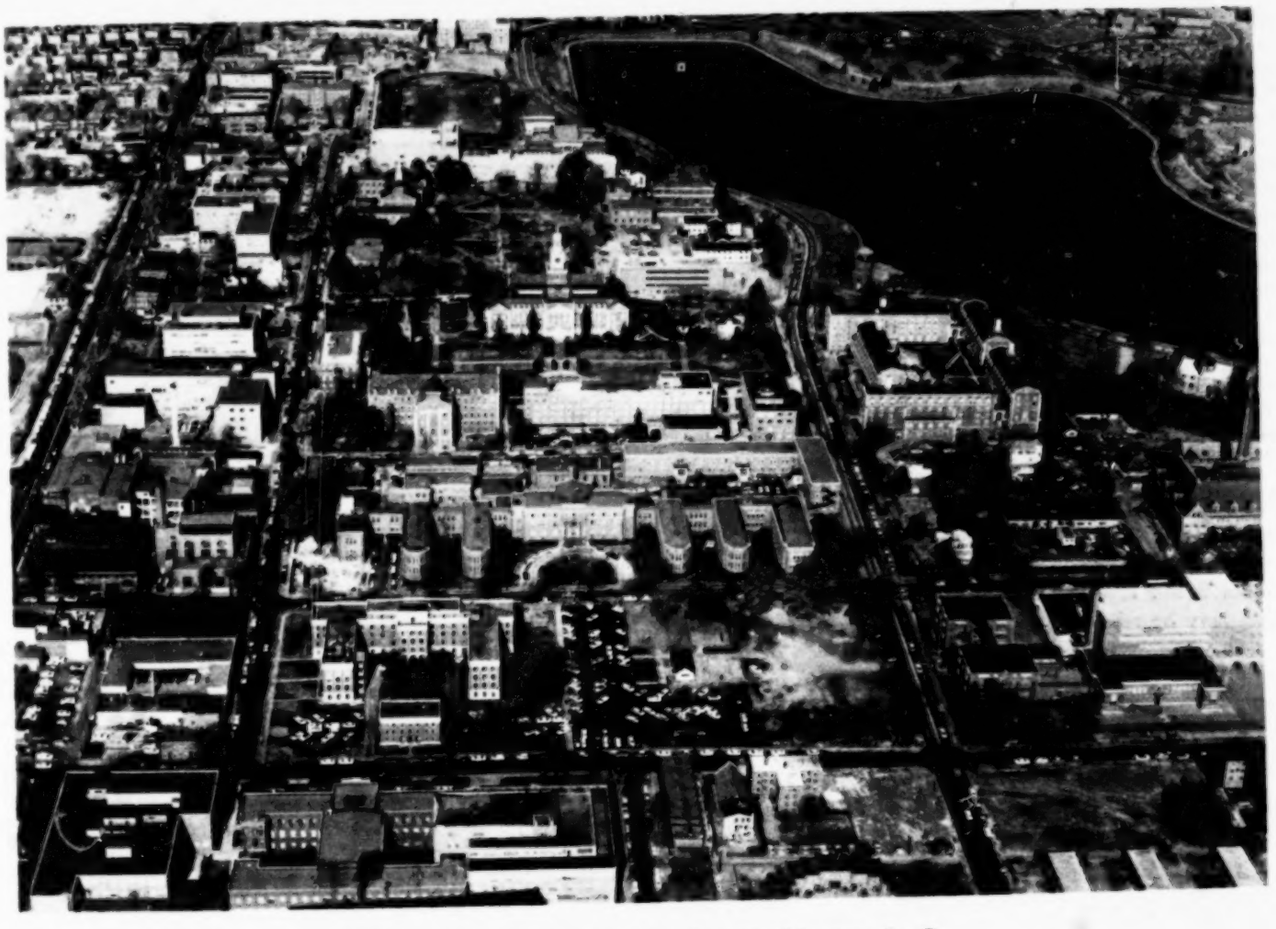

Aerial view of Howard University, Washington, D. C.

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### GENERAL

*1963 Special Presidential Messages to Congress*
*Tenth Anniversary of the Department of Health, Education, and Welfare*
*Community Needs and Goals for Community Services*
*Marriages, Births, and Population*
*Investment in Human Resources*
*Expenditures for Health, Education, and Welfare*

### EDUCATION

*Educational Enrollments*
*Educational Attainment*
*Library Services*
*National Defense Education Act Developments*
*School Assistance in Federally Affected Areas*

### HEALTH

*Air Pollution*
*Water Resources and Pollution Control*
*Chronic Conditions and Disability*
*Mental Retardation*
*Manpower for Medical Research*
*Health Facility Construction*
*Hospital Costs and Insurance*

### WELFARE AND INCOME MAINTENANCE

*Older Population: Characteristics*
*New Horizons for the Aged*
*Medical Care for the Aged . . .*
*Juvenile Delinquency*
*Work Relief to Rehabilitation . . .*

Articles published in the *Indicators* since June 1963, listed below, will generally be available as reprints.

### GENERAL

*Trends in Divorce and Family Disruption, Sept. 63*
*Report of the President's Commission on the Status of Women, Oct. 63*
*Homemaker Service: A Community Resource, May 1964*
*1964 Presidential Messages to Congress Relating to Health, Education, and Welfare, Feb.-June 1964*
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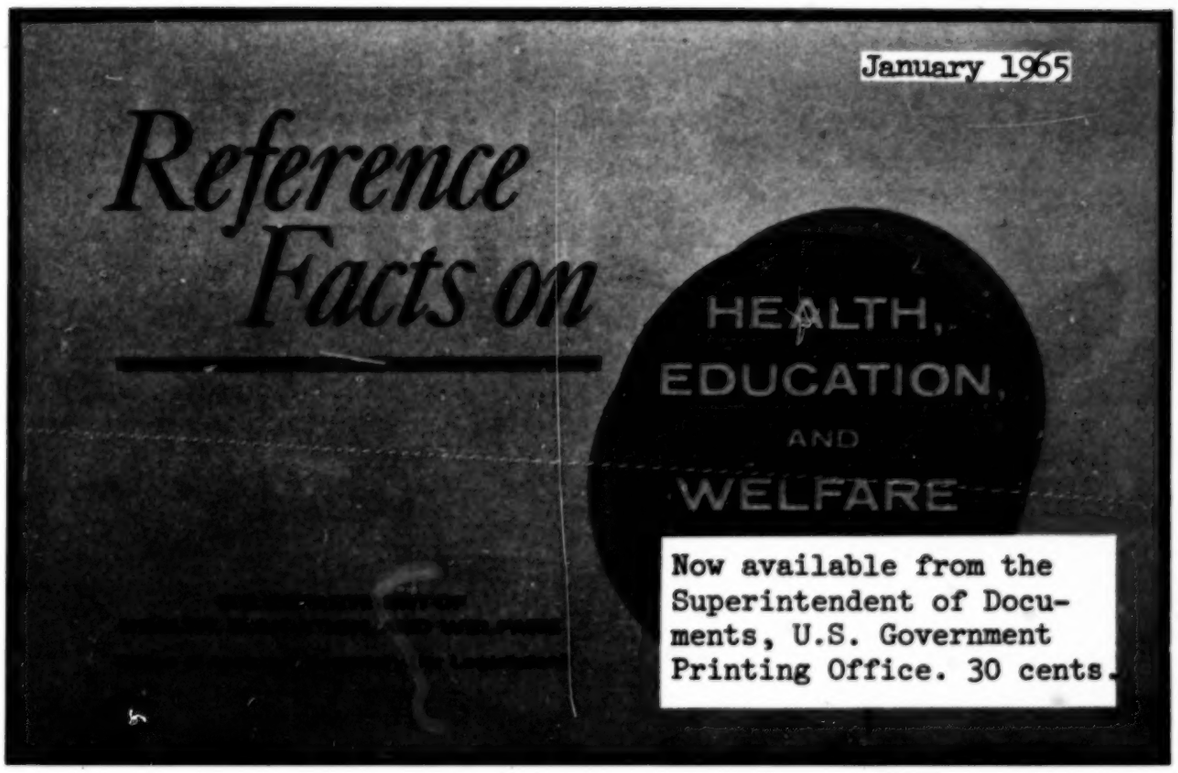
*Education for the Gifted, April 1964*
*A New Look at School Dropouts, April 1964*
*Gallaudet College, 1864-1964. April 1964*

* Available from the Government Printing Office at price stated. ** Supply exhausted. Limited numbers of copies of individual reprints still available may be secured without charge from the Office of Program Analysis, Office of the Assistant Secretary (for Legislation), U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. Articles may be reproduced in quantity; notification of such reproduction will be appreciated.

The monthly ***Health, Education, and Welfare Indicators*** is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, at $5.00 per year ($6.25 foreign).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